**Gardner-Webb University**



**School of Education**

**Master of Arts in**

**Elementary Education**

**Handbook**

**MASTER OF ARTS IN ELEMENTARY EDUCATION**

**HANDBOOK**

The Master of Arts in Education builds upon the instructional expertise, leadership qualities, and skills of experienced educators. The program is aligned with the NCDPI competencies required for licensure. The program includes rigorous academic preparation in and implementation of the latest research on human development and learning. Consequently, reflective practice becomes an integral component which supports the Gardner-Webb conceptual framework. Active participation in a program allows students to develop further those competencies essential to professional education and continued self-improvement, thus exemplifying the model of the Educator as teacher leaders and informed practitioners. With an emphasis on building teacher self-efficacy and motivation, Gardner-Webb University (GWU) will provide educational experiences with training for 21st century classroom practice. Upon successful completion of a graduate program in education, students who hold initial licensure will be recommended for the North Carolina graduate license in the appropriate licensure area.

**ELEMENTARY EDUCATION (K-6)**

**COORDINATOR: DR. JANE KING**

The master’s program in Elementary Education includes thirty-three semester hours in five blended cohort classes, including 3 semester hours of capstone development. Each candidate shall present a final capstone of an action research project during the final class. Knowing, understanding and practicing core teaching standards requires that candidates must understand current expectations of teaching standards and exhibit them in class activities. This program builds upon the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching in K-6. In order to obtain graduate-level licensure, students must hold initial licensure in Elementary Education.

**PURPOSE**

Graduates of the Master of Arts in Elementary Education program are encouraged to be self-reflective, lifelong learners who design, implement, and evaluate elementary school curriculum and instruction; interpret and apply current research findings; and conduct relevant classroom research.

GWU is charged with addressing the newly revised standards for graduate teaching programs and the 21st century skills of knowledge, skills, and dispositions embedded in them*.*

**GOALS**

The Master of Arts in Elementary Education is designed to meet the following program goals:

1. Provide a study of the theoretical base, research, and exemplary practices of current trends and issues in elementary education.

2. Provide preparation necessary to meet the intellectual, social, physical, and personal development needs of the K-6 learner.

3. Provide opportunities to acquire knowledge and skills needed to meet diverse needs of students in inclusive classroom settings.

4. Provide opportunities to utilize current technologies and to integrate technology in the classroom.

5. Provide advanced expertise in teaching communication skills across the curriculum.

6. Provide opportunities to develop teachers as leaders who are agents of change in the schools, in the local community, and in the global community.

7. Provide opportunities to develop and refine leadership styles and skills through a process of active engagement in learning, self-reflection, planning, collaboration, reflective teaching, and development of interpersonal and motivational skills.

8. Provide a learning environment which fosters respect and ethical principles in teacher/student and colleague relationships.

**ACTION RESEARCH PROTOCOL**

Teachers in the Master of Arts in Elementary Education program will utilize action research that includes organized reflective inquiry into classroom instruction. Action research has the primary intent of providing a framework for investigations by teachers and researchers in complex working classroom situations. Teacher candidates will research, study, and apply appropriate methodology to develop the purpose of the research. By developing and presenting a final capstone research document to peers, teacher candidates will add reflections that align with stated teacher standards. Reflections of the teaching standards will be a part of the research. Specifically, guided reflection will be completed as follows:

Guided reflection on the action research process will include teacher leaders describing the ways in which their action research project developed 21st century student outcomes within their specific contexts. Ways in which their action research develops a range of functional and critical thinking skills related to information, media and technology both for their students and themselves; and ways in which adequate life and career skills are developed through their particular action research project. The reflections will be aligned with the NC Teaching Standards.

**AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)**

All student research in classes is expected to be presented in APA format. Students are expected to purchase the APA handbook and use it to answer research presentation questions. Professors are not responsible for teaching APA to students.

**CONCEPTUAL FRAMEWORK (Each student should read and understand this framework.)**

Within a Christian environment, the Gardner-Webb University School of Education strives to develop reflective and ethical educators who are knowledgeable in content, respectful of diversity, proficient in technology, and skilled in meeting the needs of all students. Graduates of Gardner-Webb’s School of Education should be 21st century leaders in every aspect of their profession, having the instructional, technological and collaborative communication skills to deliver relevant and rigorous content in a forward-thinking context that assures student learning (NC State Board of Education, 2006).

**Institutional Mission Statement**

Gardner-Webb University, a private, Christian, church-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community (Gardner-Webb University Catalog, 2011-2012).

**School of Education Mission Statement**

The mission of the School of Education is to facilitate, within a Christian context, undergraduate and graduate candidates’ development of the knowledge, skills, and dispositions needed in order to assume instructional and leadership roles in our nation’s schools in a way that ensures the success of all students (Gardner-Webb University Catalog, 2011-2012).

Within the framework of the liberal arts and sciences curriculum, the School of Education at Gardner-Webb University offers undergraduate majors in Elementary and Middle Grades Education. The professional education minor is a required program of study for students seeking licensure at the secondary level (9-12) in the areas of English, Mathematics, and Social Studies. In addition, successful completion of the professional education minor is required for undergraduate students seeking licensure at the K-12 level in the special subject areas of Art, French, Music, Physical Education, Spanish, English as a Second Language, and American Sign Language. Candidates who successfully complete these programs apply for the North Carolina Standard Professional 1 (Class A) Teaching License. Graduate programs at the Master’s degree level are offered in Elementary Education (K-6), English Education (9-12), Middle Grades Education (6-9). School Counseling (K-12) and School Administration (K-12). Candidates who successfully complete these programs of study apply for the Class M license, with the exception of School Administration candidates who apply for the Class P license. In addition to the undergraduate and master’s degree program, qualified candidates are offered to study at the doctoral level. Two tracks are offered in the Ed. D. program; educational leadership and curriculum and instruction.

The School of Education strives to accomplish its mission through its commitment to:

1. preparing undergraduate and graduate candidates for professional roles and responsibilities within school settings;

2. providing rigorous programs of study which will facilitate reflective practice within a learning environment based upon Christian principles and values;

3. hiring faculty who fill the role of caring, patient mentors while they model life-long learning that reflects inquiry and problem-based decision making; and

4. fostering partnerships with and providing service to public schools and other organizations through collaborative activities such as consultation, research and staff development (Gardner-Webb University Catalog, 2011-2012).

Central to all licensure programs at Gardner-Webb University is a common conceptual framework that provides not only a philosophical foundation that defines our work, but a model of practice that provides definition to the character and skill of our candidates. Built upon the North Carolina Professional Teaching Standards (NCPTS) and the North Carolina Standards for School Executives, (NCSSE), our conceptual framework places an emphasis on continual learning within the context of the community. Blueprints showing the relationship of our course work to state standards at both the graduate and undergraduate level are on file with the North Carolina Department of Public Instruction. Aligning our beliefs with those of Darling-Hammond (2005), we believe there are three components basic to effective teaching: the learner, knowledge, and assessment.

**The Learner**

According to Standard II (NCPTS), successful teachers establish a respectful environment for a diverse population of students (NCPTS, 2007). Therefore, effective educators recognize diversity as an asset and understand the relationship of individuality to learning. Not only do they understand human growth and development theory; they also recognize the teaching theory of differentiated instruction relative to the individual needs and diversity of students in today’s classrooms (Tomlinson, 2001). As the ability of the learner changes, so must the complexity and rigor of the tasks as well as the assessments.

Recognizing that it is the responsibility of the School of Education to respond to teacher candidates’ needs for experiences in a variety of situations and settings, all aspects of a candidate’s education, including classroom instruction, field experience, and student teaching, are planned and aligned to provide opportunities to understand and prepare for the targeted needs of learners from a wide variety of backgrounds and experiences. Candidates’ awareness of student diversity in every area of teaching responsibility, including curriculum and materials selection, lesson planning, assessment, and interaction with students, is an expectation of our institution. Banks et al. contends that while in the past, schools have focused on isolating learners by any number of limiting factors or demographics, today’s teacher must focus on inclusion, recognizing that “educators must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system” (as cited in Darling-Hammond and Bransford, Eds., 2005, p. 223). It is our belief that educating teachers who are prepared to confront disparity wherever it exists, is a basic responsibility of our role as teacher educators.

The graduate learner focuses on program-long internships emphasizing working with others to facilitate learning environment needs.

**Knowledge**

Standard III (NCPTS) mandates that candidates know the content they teach. The expectation is that graduates of the School of Education will not only possess content knowledge, but they will also acquire the pedagogy necessary to convey the connections and relevance within the content, thereby gaining the ability to facilitate learning, which is Standard IV (NCPTS). This in-depth study of pedagogy will also enable graduates to choose appropriate methodology to enhance particular content. As Darling-Hammond asks, “How can we teach what we do not understand ourselves?” (2005, p. 205). In addition to content knowledge, the School of Education has the expectation that candidates possess a high degree of self-knowledge about their own professional dispositions developed through ongoing reflective practice. Whether aspiring teacher leaders or future school executives, candidates are encouraged to ask themselves what they are “best in the world at doing” and what they “are deeply passionate about” (Collins, 2001, p. 95). Candidates should possess dispositions toward excellence in school management and instruction. As Collins reiterates, “People are not your most important asset. The right people are” (p. 13). It is the belief of the School of Education that it is our responsibility to support our PK-12 partners by providing them highly qualified school personnel who have the knowledge, skills and dispositions to lead and teach.

Additionally, the School of Education supports candidates in their journey to be lifelong learners. Standard I (NCPTS) delineates teachers as leaders. In order to be a leader in education, candidates must first understand that learning about their craft does not end at graduation. The understanding that the candidate’s pursuit of knowledge about the art of teaching has only just begun is conveyed by the School of Education through course work, modeling, and opportunities for service and leadership through student organizations such as the Student North Carolina Association of Educators and Kappa Delta Pi, the international honor society in education.

Life-long learning and professional development is further encouraged by the School of Education’s support of The Center for Innovative Leadership Development, which is Gardner-Webb University’s catalyst for developing the skills of local leaders with proven methods that focus on transforming essential community functions and improving the results and quality of life that communities enjoy. The Center (CILD) provides professional development in a variety of settings for school leaders, most significantly, a summer conference, which attracts school leaders from across the state. The Center also houses and facilitates resource projects with local school systems.

**Assessment**

At the heart of effective instruction is the ability to know when learning has been achieved. To this end, candidates should have not only knowledge of a variety of assessments used in their field, but they should also be able to use the data obtained from formative and summative assessments to make informed decisions about content and methodology. Also, in consideration of Standard V (NCPTS), candidates must become reflective practitioners who understand how to analyze this data and determine the effectiveness of their instruction. Such assessment should utilize multiple measures, be continuous and be thoroughly analyzed. It is the analysis of assessment that provides direction to future learning tasks. “Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insight into themselves as learners. These are keys to enhancing student motivation” (Stiggins et al., 2006). Assessment should not be relegated to formalized summative testing, but should drive targeted effective teaching. The needs of learners are important in planning for instruction as well as assessment. Cohen (1994) writes that assessment promotes “meaningful involvement of students with material that is central to the teaching objectives of a given course. For this meaningful involvement to take place, the goals of the assessment tasks need to reflect the goals of the course, and these goals need to be made clear to the students” (p. 13). Candidates’ utilization and analysis of, and reflection upon data to design lessons are integrated components of Gardner-Webb’s course work, field experiences, and professional practice.

**NC TEACHING STANDARDS**

As part of the capstone process, graduate candidates must know and integrate the NC Teaching Standards into the five chapters of the final capstone document. For graduation, ten reflections aligned with the five teaching standards will be required along with the final capstone. The teaching standards are required in the course and are as follows:

**STANDARD I:** TEACHERS DEMONSTRATE LEADERSHIP

**Teachers lead in their classrooms.**

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

• Take responsibility for all students’ learning

• Communicate vision to students

• Use data to organize, plan, and set goals

• Use a variety of assessment data throughout the year to evaluate progress

• Establish a safe and orderly environment

• Empower students

**Teachers demonstrate leadership in the school.**

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

• Work collaboratively with all school personnel to create a professional learning community

• Analyze data

• Develop goals and strategies through the school improvement plan

• Assist in determining school budget and professional development

• Participate in hiring process

• Collaborate with colleagues to mentor and support teachers to improve effectiveness

**Teachers lead the teaching profession.**

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

• Strive to improve the profession

• Contribute to the establishment of positive working conditions

• Participate in decision-making structures

• Promote professional growth

**Teachers advocate for schools and students.**

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

• Advocate for positive change in policies and practices affecting student learning

• Participate in the implementation of initiatives to improve education

**Teachers demonstrate high ethical standards.**

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

• Demonstrate ethical principles

• Uphold the Code of Ethics and Standards for the Professional Conduct

**STANDARD II:** TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

**Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

• Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

**Teachers embrace diversity in the school community and in the world.**

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

• Demonstrate knowledge of diverse cultures

• Select materials and develop lessons that counteract stereotypes and incorporate contributions.

• Recognize the influences on a child’s development, personality, and performance

• Consider and incorporate different points of view

**Teachers treat students as individuals.**

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

• Maintain high expectations for all students

• Appreciate differences and value contributions by building positive, appropriate relationships

**Teachers adapt their teaching for the benefit of students with special needs.**

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

• Collaborate with specialists

• Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

**Teachers work collaboratively with the families and significant adults in the lives of their students.**

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

• Improve communication and collaboration between the school and the home and community

• Promote trust and understanding and build partnerships with school community

• Seek solutions to overcome obstacles that prevent family and community involvement

**STANDARD III:** TEACHERS KNOW THE CONTENT THEY TEACH

**Teachers align their instruction with the North Carolina Standard Course of Study.**

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

• Teach the *North Carolina Standard Course of Study*

• Develop and apply strategies to make the curriculum rigorous and relevant

• Develop literacy skills appropriate to specialty area

**Teachers know the content appropriate to their teaching specialty.**

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

• Know subject beyond the content they teach

• Direct students’ curiosity into an interest in learning

**Teachers recognize the interconnectedness of content areas/disciplines.**

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

• Know links between grade/subject and the *North Carolina Standard Course of Study*

• Relate content to other disciplines

• Promote global awareness and its relevance

**Teachers make instruction relevant to students.**

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

• Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility

• Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

**STANDARD IV:** TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

• Know how students think and learn

• Understand the influences on student learning and differentiate instruction

• Keep abreast of evolving research

• Adapt resources to address the strengths and weaknesses of students

**Teachers plan instruction appropriate for their students.**

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

• Collaborate with colleagues

• Use data for short and long range planning

• Engage students in the learning process

• Monitor and modify plans to enhance student learning

• Respond to cultural diversity and learning needs of students

**Teachers use a variety of instructional methods.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

• Choose methods and materials as they strive to eliminate achievement gaps

• Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

**Teachers integrate and utilize technology in their instruction.**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

• Know appropriate use

• Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

**Teachers help students develop critical thinking and problem-solving skills.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

• Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions

• Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

**Teachers help students work in teams and develop leadership qualities.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

• Teach the importance of cooperation and collaboration

• Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

**Teachers communicate effectively.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

• Communicate clearly with students in a variety of ways

• Assist students in articulating thoughts and ideas clearly and effectively

**Teachers use a variety of methods to assess what each student has learned.**

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions.

• Use multiple indicators, both formative and summative, to evaluate student progress

• Provide opportunities for self-assessment

• Use assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions

**Teachers analyze student learning.**

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

• Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement

• Collect and analyze student performance data to improve effectiveness

**Teachers link professional growth to their professional goals.**

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

• Participate in continued, high quality professional development

**Teachers function effectively in a complex, dynamic environment.**

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

• Actively investigate and consider new ideas that improve teaching and learning

• Adapt practice based on data

**STANDARD V:** TEACHERS REFLECT ON THEIR PRACTICE

**Teachers analyze student learning.**

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

• Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement

• Collect and analyze student performance data to improve effectiveness

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**Teachers function effectively in a complex, dynamic environment.**

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• Actively investigate and consider new ideas that improve teaching and learning

• Adapt practice based on data

**COURSE DESCRIPTIONS**

**EDUC 631** *Curriculum Foundations for Development of 21st Century Teacher Leaders* (6 hrs) (1 hr capstone)

Candidates shall study the philosophical, cultural, and historical foundations of education. An examination and analysis of curriculum development and legal issues as they relate to design, implementation, and evaluation within the learning community will be investigated. The course also includes an introduction to the action research project as the programs culminating experience and will begin development of questions for intensive study.

**EDUC 632** *Measurement, Assessment, and Action Research for Teacher Leaders* (6 hrs.)

Survey of a wide range of standardized testing instruments, including ability tests, interest inventories, and personality tests. Individual research projects will link assessment with classroom practices. A study of quantitative and qualitative research methodologies and techniques applicable to practicing educators in 21st Century schools will be learned. These include defining a researchable problem; gathering baseline data to establish the context of the problem; choosing a methodology and designing a study that should lead to positive change; and collecting, analyzing and interpreting the resulting data to determine the positive impact on student learning.

**EDUC 633** *Special Topics for Elementary Teacher Leaders* (6 hrs.) (1hr capstone)

A study of significant issues, trends, theories, and/or practical problems in education according to the needs and interests of the student(s) will be conducted. The student(s) and professor will collaboratively plan the focus and assessment of the course. A specialized study of current/critical trends and issues in elementary education with an emphasis on developmentally appropriate elementary education practices grounded in the standards will be provided. North Carolina State Board of Education programmatic guidelines and standards are the basis for the topics. The course includes continuation of the action research project focusing on methodology and data collection.

**EDUC 634** *Strategies for Teaching All Students in the 21st Century* (6 hrs.)

An examination of a variety of strategies of instruction with a focus on curriculum/content area integration within the classroom will be conducted. A study of the characteristics and educational needs of individuals with special needs with emphasis on the issues and trends in special education, the current categorical descriptions of exceptionalities and appropriate classroom interventions is included. Strategies for teaching both identified and at-risk students in the regular classroom are explored throughout the course. Data collection for the capstone is completed during this course.

**EDUC 635** *Diagnostic Assessment Procedures for Teaching Literacy* (6 hrs.)(1 hr capstone)

An advanced study of children’s literature exploring the continuum from emergent to literate to independent reading within an integrated system will be studied. Emphasis will be placed upon strategies designed to enhance reading instruction across the curriculum through literature. Action research (Capstone Project) is required for completion of the Master of Arts in Elementary Education. This course will provide the final seminar for the completion and presentation of that action research project.

**EDUC 697 – CAPSTONE 1, 2, OR 3 (1 HOUR EACH)**

The purpose of this course is to guide students through the capstone process, consisting of an action research paper, reflective journal entries, and a presentation of findings to a group of peers. This course is taken in conjunction with EDUC 631, EDUC 633, and EDUC 635.

**EDUC 697 – CAPSTONE CONTINUATION**

Capstone research is the culminating written work for the Master’s in Elementary Education. The purpose of capstone research is to plan and implement an action research project in the classroom and/or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for the EDUC 635 (elementary) course and will be presented during the final course. Students who do not complete their capstone requirement by the end of EDUC 635 will be required to continue to register and pay for the one-hour capstone until the requirement is met.



**REGISTRATION AND ADVISING**

Since this program is a cohort program, students are automatically registered in the next course in the rotation unless they withdraw from the program. It is the student’s responsibility to inform the University of their choice to withdraw following the withdrawal procedures found on the Registrar’s page within the Gardner-Webb University website. Students who withdraw from the program are also asked to complete a short survey by the program chair.

Students who are in need of advising should contact their advisor as indicated in BlackBoard.

**ENTRY LEVEL TECHNOLOGY COMPETENCY**

Graduate study at Gardner-Webb University consists of either hybrid or online courses and therefore requires proficiency in various computer technology skills and applications. Students must have the ability to (a) word process written assignments; (b) communicate with professors and other students via email; (c) search and retrieve information via the Internet; and (d) create Power Point and/or other multi-media presentations.

Hybrid and online courses both operate on the BlackBoard platform. Instruction in the hybrid courses comprises of a minimum of four hours of face-to-face instruction and a minimum of four hours of online instruction/discussion/coursework per week. Online courses consist of a minimum of eight hours of online instruction/discussion/coursework per week.

**HELPFUL TECHNOLOGY REMINDERS:**

Professors generally cannot assist with or solve technical issues. Gardner-Webb University has contracted with Sungard Higher Education to provide a 24 hour seven day a week fully staffed Blackboard Support Center.   
  
Blackboard users may receive assistance via the following support methods:  
· Toll-free phone number – (855) 501-0857

Students have found this one piece of helpful advice: keep your browser updated. In the online courses, problems occur because students are unable to attach their work. When these issues are explored, quite often it is because the particular browser being used has not been updated. Careful attention to this one detail may save you time.

Professors are not responsible for teaching students how to use the Blackboard platform.

**DEGREE PROGRAM**

1. Each course in the Elementary Education program includes assignments that lead to the final capstone project. One semester hour will be added to the first, third, and fifth cohort courses leading to the final capstone presentation in the last class. Action research will be utilized by the candidate in developing the capstone project.

2. The capstone requirements will be outlined in the one hour classes and students will begin the process during the first class. The rubric utilized to evaluate the capstone includes teacher knowledge and leadership, respectful educational environment, content and curriculum expertise, student learning, and reflection.

3. The final capstone will be presented during the final course in the cohort to any of the following:

* In-district workshop
* In-class presentation to peers
* Group in the work setting
* Parent group, school board, or other faculty group meeting
* Other outside special interest troupe consisting of 10 or more people

Capstone research is the culminating written work for the Masters in Elementary Education. The purpose of capstone research is to plan and implement an action research project in the classroom and /or school. Candidates will be expected to incorporate teacher leadership, respect for educational environments, content and curriculum expertise, student learning, and reflection within the project. It is written by a degree candidate when he or she is in the process of completing the five core cohort courses, and particularly within the three one hour capstone classes designed exclusively to assist candidates in completing the requirement. The candidates are expected to present the final capstone action research project during the final course. The paper is written as the final capstone requirement for EDUC 635(elementary) and will be presented during the final course. Students who do not submit the capstone during EDUC 635 will enroll in a capstone continuation course the following semester. The capstone must be completed in the time frame defined in the graduate catalog.

Successful completion of all five courses and the capstone requirement will lead to the candidate being awarded the Master of Arts in Elementary Education.

**ACTION RESEARCH** can be viewed as a six-part process:

1. Select a focus. (What is the problem?)
2. Collect baseline data (pre-implementation data): What evidence do you need to collect to prove a problem exists; what does the literature say about the problem?
3. Design and implement a potential solution strategy to resolve or alleviate the problem.
4. Collect post-implementation data.
5. Compare the baseline data (pre-implementation data) with the post-implementation data) with the post implementation data to determine id improvement has been achieved.
6. Disseminate the finding to appropriate constituencies.

**SELECTED JOURNAL ENTRIES**

Throughout the six-part process of conducting the action research project described, teacher leaders are expected to keep ongoing reflections revealing knowledge and practice of the NC Teaching Standards.

Journal entries should include the following:

1. What happened – descriptions of events occurring in the action research process
2. Why it happened – reflections on the context of event descriptions examining the reasons surrounding specific details of the action research process
3. What it might mean – reflections on the impact specific events have on future decisions/actions in the action research process
4. Impact on school environment – reflections on the impact specific events have on the classroom environment and beyond (Standard 5)

With the submission of the action research capstone paper, students must submit a minimum of 10 selected journal entries representing multiple points of the action research process over time. In addition, an introductory document briefly describing the rational for inclusion of the selected journal entries (1-2 pages) should accompany this assignment.

During the final semester, the following will be submitted on Task Stream for evaluation:

* The capstone cover sheet attached to the written document (Upload to Capstone Paper)
* Visual presentation of the capstone with a summary document of presentation survey (Upload presentation of action research)
* Ten selected reflections aligned with the NC Teaching Standards (Upload to Selected Journal Entries)

**PROGRAM POLICIES**

**REGISTRATION AND ADVISING**

Since this program is a cohort program, students are automatically registered in the next course in the rotation unless they withdraw from the program. It is the student’s responsibility to inform the University of their choice to withdraw following the withdrawal procedures found on the Registrar’s page within the Gardner-Webb University website. Students who withdraw from the program are also asked to complete a short survey by the program chair.

Students who are in need of advising should contact their advisor as indicated in BlackBoard.

**POLICIES ON PROBATION, SUSPENSION, AND/OR DISMISSAL**

A student must have an average of 3.0 overall to be awarded the M.A., M.S., M.B.A., I.M.B.A., M.Acc., D.N.P., or Ed.D. degree. When the GPA falls below 3.0, the student is placed on probation. If, after six hours of additional work, the student does not attain a 3.0 overall, the student will be suspended. The student may reapply after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply.

A student on academic probation who earns an “I” grade will be suspended until the I is replaced by a regular grade, at which time other probation and suspension rules will apply.

***F GRADE***

Any admitted student receiving a grade of F in a graduate course will be suspended from the program in which the grade was received. The student may reapply to that program after one year. Dual degree-seeking students who receive an F in a course that applies to both programs will be suspended from both programs. The program graduate faculty makes the decision on whether to readmit, and, if readmitted, the stipulations that will apply. If readmitted, the student must repeat at Gardner-Webb the course in which he or she received the F, making at least a B. The course must be repeated the first time it is offered at the student’s site or online after the student’s return. Only the higher grade will be counted in computing the Gardner-Webb grade point average, although the lower grade will remain on the official transcript. No more than one F may be repeated.

***C GRADE***

A student who receives nine hours of C grades will be suspended from the program in which the grades were received. The student may reapply to that program after one year. The program graduate faculty makes the decision on whether to readmit and, if readmitted, the stipulations that will apply. A student may repeat one course in which a C grade was earned; the second grade will count for GPA purposes but will not replace the initial C grade. Only one of the courses will count toward degree requirements. If the student earns only a total of 9 semester hours of C in different graduate programs, the program faculty may stipulate not to suspend the student and to allow continued work, on probation status, until the 3.0 is reached.

***ACADEMIC DISMISSAL***

A student may receive no more than one suspension and have the opportunity to be readmitted. A second suspension results in academic dismissal from the program in which the suspension was received. Dual degree-seeking students who are dismissed from one program may continue to pursue their degree in the other program.

***REPEATING COURSES IN GRADUATE SCHOOL***

Courses may be taken only once with the exception given under the F and C grade policies above.

**ACADEMIC GRIEVANCE AND APPEAL PROCEDURES**

***FAIR PROCESS FOR ACADEMIC PROBLEMS***

A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the professor. If the problem is not resolved, he or she should go next to the dean of the school, the chair of the department, or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to the Dean of the Graduate School, who will hear only those parties involved and make a decision in the case.

***ACADEMIC APPEALS***

If a student is not satisfied with the decision in his or her case regarding an academic matter, that student has a right to appeal. (This right to appeal academic matters applies to applications of written academic policy, to academic dishonesty decisions, and to grade and other course complaints that have already been through the process stated above.) In order to appeal an academic matter, he or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel. **Deadline for an academic dishonesty appeal is seven days after the date of the decision** **being appealed. Grade appeals must be completed on or before the last day of** **the following semester. Deadline for all other types of academic appeals is** **eighteen months after the date of the decision being made.**

APPENDIX

Appendix A

Institutional Review Board

**Gardner-Webb University**

**Institutional Research Board**

**Application to Conduct Research with Human Subjects**

**(Researcher must complete this form before request can be submitted to IRB)**

**Name of Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_**

**Mailing Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Sponsor (if student research)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title of Research Project\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is your research question(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**How many subjects do you expect to use, and how will you obtain this**

**sample?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is your research methodology? Attach any tests to this form with**

**the appropriate references.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Describe the research procedure. Attach a copy of the consent form and**

**a copy of the debriefing statement. Describe how and when these will be**

**used.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Does this research pose risk to the subject? If so, what protocol will be enacted to protect the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Does this research involve deception of any kind? (If applicable, please explain.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Will any incentives be used? If so, please explain.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How will you protect the subject's right NOT to participate in your research?**

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**How will you protect the subject's confidentiality of results?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**How, when, and where will the research results be reported?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**If this changes, be sure to contact the IRB with an update. If, for example, a faculty member publishes research results, he/she should forward this information to the IRB.**

**When do you anticipate completing this research? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signatures:**

**Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty Sponsor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_**

**(if student research)**

**Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Required attachments:**

**Copy of Informed Consent Form**

**Copy of Course Completion Certificate**

**Permission to use published instruments (if applicable)**

**Signed institutional permission or IRB application (if applicable)**

**Revised 11-09**

Appendix B

Basic CITI Learner Instructions

Basic CITI Learner Instructions

The following are basic learner instructions to logon to your CITI site for the first time. Please go to [www.citiprogram.org](https://www.citiprogram.org/Default.asp?) to register for your CITI online training.

Once there, simply click on "New Users Register Here".

Under "Select your institution or organization" page, please select Gardner-Webb University in the "Participating Institutions" drop down box.

Next, proceed to create your own username and password and select your Learner Group.

If you are doing “exempt research” (see definition below), please select the **Students Conducting no more than Minimal Risk Research Learner Group**. (If you have questions in determining your type of research, please consult your professor or research advisor)

If you are doing “expedited research” (see definition below) , please select either the **Social & Behavioral Research Investigators Learner Group** or the **Biomedical Research Investigators Learner Group**, whichever is appropriate for your field and type of research project. (If you have questions in determining your type of research, please consult your professor or research advisor)

After going through the brief registration process you will be ready and setup as a CITI Learner under Gardner-Webb’s setup requirements.

When you have completed all required modules for your chosen Learner Group, please **print your certificate of completion** and include this document with your IRB application and/or provide as evidence to your professor.

If you have questions concerning this process, feel free to contact either:

|  |  |  |
| --- | --- | --- |
| Dr. Franki Burch IRB Administrator (704) 406 -4724 begin\_of\_the\_skype\_highlighting  (704) 406-4724      end\_of\_the\_skype\_highlighting fburch@gardner-webb.edu | or | Dr. Ivelina Naydenova IRB Chair (704) 406-4242 begin\_of\_the\_skype\_highlighting  (704) 406-4242      end\_of\_the\_skype\_highlighting [inaydenova@gardner-webb.edu](mailto:inaydenova@gardner-webb.edu) |

Best wishes with your research!

**CATEGORIES OF RESEARCH**

**Exempt Research** (46.101 of Title 45, Code of Federal Regulations, Part 46)

<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

Exempt research is conducted in regular courses at Gardner-Webb under the supervision of a professor. Participation is anonymous, all data are recorded so that the research participants may not be identified, the data collected (self-esteem test, stress survey, etc.) is not controversial (e.g., surveys are not on sensitive topics such as sexual behavior or drugs), and the human subjects involved are not members of vulnerable populations (e.g., children\*, prisoners, mentally disabled). The word “exempt” may be misleading; it is not meant to imply that the activity is not reviewed, only that the activity is not subject to continuing IRB review if granted exemption. The IRB departmental Representative and IRB Departmental Members approve research at this level.

\*Research with children may be exempt if done in normal educational settings and involving no deception, withholding of information, or radical educational practices.

**Expedited Research** (46.110 of Title 45, Code of Federal Regulations, Part 46)

Expedited research is approved at the departmental level by two IRB Representatives and the IRB Administrator, Chair, or Institutional Official (whichever is outside the researcher’s department). It does not require discussion at a convened board meeting. This category includes minor changes in previously approved research, and research that is considered “minimal risk” (collecting data on weight or blood samples, or test/retest data). Expedited review protocols are subject to continuing review by the IRB on an annual basis. Researchers in this category must obtain informed consent in writing for all research participants.

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Appendix C

Sample IRB Consent Form

Sample IRB Consent Form

Gardner-Webb University

Institutional Research Board

Application to Conduct Research with Human Subjects

(Researcher must complete this form before request can be submitted to IRB)

*Name of Researcher: Christina Fox Date:*

Mailing Address: 950 Berlin Street NW, Conover, NC 28613

Email Address: cfox2@gardner-webb.edu

Phone: cell phone; work phone

Department: Education

Faculty Sponsor (if student research): Dr. Barbara Todd

Title of Research Project: The Effect of Technology Use on Multiplication Skills of Exceptional Children

What is your hypothesis/research question(s): How will technology impact multiplication skills of students with academic difficulty in math due to special needs?

How many subjects do you expect to use, and how will you obtain this sample? The teacher will use five human subjects. The subjects are enrolled in the teacher’s sixth grade math resource class for the school year. The subjects will be chosen based on their pre-assessment in the area of multiplication. The five lowest performing students will be chosen for the study given parental permission is granted. These students are Exceptional Children and have documented disabilities in various categories of eligibility.

What is your research methodology? Action research performed by an individual teacher will be used. The researcher will use anecdotal notes and lesson plans, ongoing math fact assessments, and student work to prove the effectiveness of the strategies used throughout the research process. The teacher will use a pre-assessment, ongoing math fact assessments, and a post-assessment to determine effectiveness of strategies. These assessment scores will be charted for each subject to determine if strategies implemented were effective. Effectiveness will be determined by an increase in percentage correct of multiplication facts from assessments administered throughout the research study.

Describe the research procedure. Attach a copy of the consent form and a copy of the debriefing statement. Describe how and when these will be used.)

After parental permission is given and the five lowest performing students are identified through a pre-assessment, the teacher will begin to incorporate strategies into lessons.

1. Students will be exposed to multiplication facts through the use of hands on manipulatives.

2. Students will be exposed to multiplication facts through the use on song and rhyme.

3. Students will be exposed to multiplication facts through the use of online interactive math games and websites.

Throughout the research process, the following items will be completed and collected to prove effectiveness of the research study:

1. teacher lesson plans and anecdotal notes

2. ongoing math fact assessments

3. student work samples

Does this research pose risk to the subject? If so, what protocol will be enacted to protect the subject? There is no risk involved to the participants in the action research study.

Does this research involve deception of any kind? (If applicable, please explain.) No deception will be involved with the study.

Will any incentives be used? If so, please explain. No incentives will be used in the study.

How will you protect the subject's right NOT to participate in your research? Students who do not wish to participate will not be included in the study. Students will be given forms with information regarding the study to give to their parent(s) or guardian(s). This form requires parental signature as permission to participate. Students who choose not to participate or in cases where parental permission is not given, those students will either participate in the activities if lacking in the area of multiplication or be given an alternate assignment.

How will you protect the subject's confidentiality of results? The names of the participants will not be used. Each of the participants will be assigned a letter or number for identification purposes. No names will be used. Parental permission was given to take pictures and videos of participants as data to support the study

How, when, and where will the research results be reported? The research results will be reported as a written document for the teacher’s professor and as visual presentation to a selected group of peers or other group with interest in the topic. Parents will be given a confidential summary of the research results. A copy of the written research, the visual presentation and the reflections will be posted on Task Stream.

If this changes, be sure to contact the IRB with an update. If, for example, a faculty member publishes research results, he/she should forward this information to the IRB.

When do you anticipate completing this research? Spring 2012

Signatures

Researcher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Sponsor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

(if student research)

Print Above Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Required attachments:

Copy of Informed Consent Form

Copy of Course Completion Certificate

Permission to use published instruments (if applicable

Signed institutional permission or IRB application (if applicable)

**Revised 11-09**

Appendix D

Capstone Paper Checklist

**Capstone Paper Checklist**

**Chapter 1 – Introduction**

* Overview
* Problem Statement
* Purpose
* Description of the Community
* Description of Work Setting
* Writer’s Role
* Definition of Terms
* Summary

**Chapter 2 – Study of the Problem/Literature Review**

* Overview
* Problem Documentation
* Literature Review
* Causative Analysis
* Summary

**Chapter 3 – Expected Outcomes and Procedures for Data Analysis**

* Overview
* Design of Study
* Methodology
  + Participants
  + Instruments
  + Procedures
* Summary

**Chapter 4 – Data Analysis**

* Overview
* Report of Results
* Summary

**Chapter 5 – Conclusions, Recommendations, and Implications for Future Research**

* Overview
* Conclusions from Results
* Recommendations Based on Results
* Implications for Future Research
* Summary

***Suggested Length of Chapters****:*

Chapter 1 – 5-8 pages

Chapter 2 – 10-15 pages

Chapter 3 – 5 pages

Chapter 4 – As long as needed to detail findings

Chapter 5 – 5-8 pages

Appendix E

Capstone Overview

**Capstone Overview**

**Capstone 1:**

Students will write Chapter 1 and at a minimum outline Chapter 2. Students

will begin keeping a journal in accordance with the Capstone Journal

Guidelines.

*TaskStream Requirements:* Rough Draft of Chapter 1

Outline of Chapter 2

\*Students will select the instructor of Capstone 1 to be their reviewer for their first submission.

**Capstone 2:**

Students will continue revising/completing Chapters 1-3. The IRB form will be completed during EDUC 632 and students may begin data collecting when the IRB is approved. Students will continue keeping a journal in accordance with the Capstone Journal Guidelines.

*TaskStream Requirements:* Drafts of Chapters 1-3

.

**Capstone 3:**

Students will finish all Chapters, complete Capstone Evidence Cover Sheet

and attach it to the front of their Capstone Paper, finish journals, and present

project in accordance with the Capstone Presentation Guidelines.

*TaskStream Reqiurements:* Final Paper with Capstone Evidence Cover Sheet

10 selected journal entries

Capstone Presentation

Summary of Audience Feedback

\*Students will select the instructors of Capstone 3 to be their final reviewer.

Appendix F

Capstone Paper Outline

**Capstone Paper Outline**

The capstone paper is one part of a three piece capstone process. Piece one is the paper. Piece two is a presentation to a group of peers or interested parties about your paper with feedback from the group after the presentation. Piece three is a journal you keep throughout the capstone process reflecting on your process and how the five North Carolina Professional Teaching Standards have been interwoven into your process. This process is a five semester process in which you work on defining the problem and looking at the literature in semesters one and two, writing a literature review and designing the study in semesters two and three, collecting data and beginning to analyze that data in semester four, and finally finishing writing the paper, presenting your findings, and selecting 10 of your journals that really reflect the use of the standards to submit to TaskStream.

Please remember that you are writing a formal research paper. Therefore, you do not refer to yourself in the first person. Also, you need to follow APA format and the GWU Style Guide.

1. **Chapter 1 - Introduction** 
   * Overview – This is the introduction to your problem. What research led you to know that this was a problem?
   * Problem Statement - This is short, explaining exactly what the problem is. You have already established that there is a research base for the problem, now you state the problem succinctly.
   * Purpose – What exactly is your study about? “The purpose of this study is to...”
   * Research Questions – What question or questions are you trying to answer with your study?
   * Description of the Community – Talk about the community surrounding your school. Is it supportive? What kinds of changes has it undergone in the past 5 or 10 years? Is it urban, suburban, or rural? Give us enough demographics to paint an adequate picture of your area.
   * Description of Work Setting – Now talk about your school. What is it like? How are you structured? What makes your school different or unusual? We need to know the environment.
   * Writer’s Role – You are the researcher. What is your role going to be?
   * Definition of Terms – Define all unusual terms. Remember to cite all definitions.
   * Summary – Sum it all up. Remember to restate the problem and the purpose here.
2. **Chapter 2 – Study of the Problem/Literature Review** 
   * Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
   * Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
   * Literature Review – A thorough review of research related to your topic and your research questions.
   * Causative Analysis – What does the research say are the causes of the problem?
   * Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.
3. **Chapter 3 – Expected Outcomes and Procedures for Data Analysis** 
   * Overview – Again, remind me of the study and then move on to the structure of the chapter. Don’t worry; you are repeating yourself, just using different words.
   * Design of the Study – What kind of study is this?
   * Research Questions – Just copy them from Chapter 1.
   * Methodology
     + Participants – Who is participating in your study (be specific, not with names, but with demographic information)?
     + Instruments – What are you using to conduct your study? They are not written in here, just explained and noted as appendices.
     + Procedures – How exactly (step-by-step) are you conducting your study?
   * Summary – Conclude this section. Give me a brief overview of how you are conducting your study after you remind me again for the problem and purpose.
4. **Chapter 4 –Data Analysis**
   * Overview – Figure out another way to state the problem and the purpose, then tell me how this chapter is structured.
   * Report of Results – Just stick to the facts. No opinions or conclusions here.
   * Summary - Wind up this chapter.
5. **Chapter 5 –Conclusions, Recommendations, and Implications for Future Research**
   * Overview – Remind me of the problem and purpose one more time, followed by chapter structure.
   * Conclusions from Results – Now you can give your opinion of what the results mean. Just make sure your opinions are directly related to your results. Also, make sure you answer your research questions.
   * Recommendations based on Results – Based on your findings, what do you recommend for your classroom/school as next steps?
   * Implications for Future Research – So, if someone wanted to continue your research, what are the next steps?
   * Summary – Finally, the last time you have to conclude. Review problem, purpose, and results.

Appendix G

Capstone Evidence Cover Sheet

**Capstone Evidence Cover Sheet**

Complete the following form to introduce your capstone project.

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Overview**

**Description of Project:**

**Summary: (brief summary of findings/impact on schools and students)**

|  |  |
| --- | --- |
| **NCPTS** | **Capstone Project Evidence** |
| **Standard 1:** Teachers demonstrate leadership |  |
| **Standard 2:** Teachers establish a respectful environment for a diverse population of students |  |
| **Standard 3:** Teachers know the content they teach |  |
| **Standard 4:** Teachers facilitate learning for their students |  |
| **Standard 5:** Teachers reflect on their practice |  |

Appendix H

Capstone Journal Guidelines

**Capstone Journal Guidelines**

Throughout the six-part process of conducting the action research project described above, teacher leaders are expected to keep an ongoing journal that reflects the experiences in the process and how this process specifically shows evidence of the NC Professional Teaching Standards.

Journal entries should include the following:

1.     What happened – descriptions of events occurring in the action research process

2.     Why it happened – reflections on the context of event descriptions examining the reasons surrounding specific details of the action research process

3.     What it might mean – reflections on the impact specific events have on future decisions/actions in the action research process and the NC Teaching Standards as applicable

4.     Impact on school environment – reflections on the impact specific events have on the classroom environment and beyond (Standard 5)

With the submission of the action research capstone paper, students must submit a minimum of 10 selected journal entries representing multiple points of the action research process over time to TaskStream.  In addition, an introductory document briefly describing the rationale for inclusion of the selected journal entries (1-2 pages) should accompany this assignment.

Appendix I

Capstone Presentation Guidelines

**Capstone Presentation Guidelines**

Along with the capstone paper, students must present their action research project to a group other than their Gardner-Webb University peers.

The purpose of this requirement is to share the individual action research projects with other professionals or interested parties, thus demonstrating leadership in classrooms, schools, and professional organizations by promoting scholarly research among educators (Standard 1). The following components from the individual action research project should be highlighted for this presentation:

1. Problem description
2. Problem documentation
3. Setting: Population/group selected for the study and context of the study
4. Solution strategy or strategies
5. Recommendations for change
6. Recommendations for future researchers
7. Solicitation of audience feedback using survey provided

Although the literature review is a major component of the action research capstone paper, presenters do not typically dedicate a large portion of time to it. Teacher leaders may briefly mention some key studies, but exhaustive reviews of the literature do not make for particularly stimulating presentations. Concentrate on the “action” part of the research project, highlighting the background, selected solution strategy or strategies and potential for future applications.

Students may present their papers at any of the following:

1. In-district workshop
2. Group in the work setting
3. Other outside special interest group consisting of 10 or more people
4. Parent group, school board, or other faculty group meeting

*Note the following requirements for the presentation:*

1. The presentation should be 30 minutes with 10-15 of these minutes used to answer questions.
2. Students may choose a lecture-based or interactive format for the presentation.
3. Students should include visuals created with the use of technology, when possible. These may include, but are not limited to, PowerPoint® presentations, overhead slides created from a PowerPoint® presentation, or multimedia presentations of another nature. Handwritten transparencies are not acceptable.

In the final hour of the three-hour capstone seminar, students must prove to the faculty member that they have completed a presentation of this nature. If a student presented at a workshop, he/she may submit a copy of the program, highlighting his/her role as a speaker, for verification. In less formal situations, written verification signed by an administrator, manager, or Gardner-Webb University faculty member will suffice.

Appendix J

Capstone Presentation Survey

**Capstone Presentation Survey**

Please select the appropriate response regarding the candidate’s proficiency on the indicators listed below.

1. Candidate demonstrates evidence of the assumption of collaborative leadership within the context of classroom and school environments.
   1. Not Demonstrated
   2. Proficient
2. Candidate demonstrates facilitation of a respectful, positive, and productive educational environment within diverse populations.
   1. Not Demonstrated
   2. Proficient
3. Candidate demonstrates the implementation of knowledge and understanding of curriculum theory on the engagement of students through the development of integrated, rigorous, and relevant learning activities.
   1. Not Demonstrated
   2. Proficient
4. Candidate demonstrated the implementation of learning activities that address child developmental needs that maximize student learning with an emphasis on critical reading, writing, and thinking.
   1. Not Demonstrated
   2. Proficient
5. Candidate demonstrates evidence of activities that embrace critical thinking, problem solving, and innovation through reflective practice.
   1. Not Demonstrated
   2. Proficient

Appendix K

Capstone Rubric

Top of Form

|  |  |
| --- | --- |
| **Capstone Rubric** |  |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Not Demonstrated**  value: 0 | **Developing**  value: 1 | **Proficient**  value: 2 | **Distinguished**  value: 3 | **Score/ Level** | | Standard 1: Teacher Knowledge and Leadership | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for developing a collaborative environment. | Demonstrates evidence of the assumption of collaborative leadership within the context of classroom and school environments. | Demonstrates evidence of full implementation of a collaborative environment including internal and external communities as indicated on the capstone checklist. |  | | Standard 2: Respectful Educational Environments | No evidence demonstrated. | Demonstrates an understanding of knowledge, skills, and dispositions necessary for providing respectful, positive and productive educational environments. | Demonstrates facilitation of a respectful, positive, and productive educational environment within diverse populations. | Demonstrates evidence of sharing leadership in establishing respective, positive, and productive environments throughout multiple internal and external communities with emphasis on capstone checklist. |  | | Standard 3: Content and Curriculum Expertise | No evidence demonstrated. | Demonstrates knowledge of the subjects taught and an understanding of curriculum theory and development. | Demonstrates the implementation of knowledge and understanding of curriculum theory on the engagement of students through the development of integrated, rigorous and relevant learning activities. | Demonstrates evidence of enhanced learning cultures within internal and external communities. |  | | Standard 4: Student Learning | No evidence demonstrated. | Demonstrates knowledge and understanding of child development, adolescent development and cognitive development supported by theories of assessment and evaluation. | Demonstrates the implementation of learning activities that address child developmental needs that maximize student learning with an emphasis on critical reading, writing and thinking. | Demonstrates evidence of facilitation of enhanced student learning within the larger school context resulting from comprehensive assessment and evaluation. |  | | Standard 5: Reflection | No evidence demonstrated. | Demonstrates knowledge and understanding of systematic, critical analysis of learning through reflective practice. | Demonstrates evidence of activities that embrace critical thinking, problem solving, and innovation through reflective practice. | Demonstrates the ability to create environments that support ongoing professional development resulting from reflective practice. |  | | |

Bottom of Form

Appendix L

Gardner-Webb Style Guide

**Style Guide for the Capstone**

**Gardner-Webb University**

**Date of Issue:**

**August 2010**

The *Style Guide for the Capstone* describes the required form for capstone projects at Gardner-Webb University School of Education. This style guide does not cover matters of content.

**APA Style**

Aspects of form and style not covered in this guide are to be found in the sixth edition of the *Publication Manual of the American Psychological Association* (APA). Familiarize yourself with APA guidelines at the beginning of your program of study. Before it is submitted for final approval, your document must be correct in all aspects of the following (APA section numbers are in parentheses):

1. Writing Style (APA 3.05-3.11) & Grammar (APA 3.18-3.23)
2. Reducing Bias by Topic (APA 3.12-3.17)
3. The Mechanics of Style (APA 4.01-4.49)
4. Citing References in Text (APA 6.11-6.21)
5. Reference List (APA 6.22-7.10)
6. Tables and Figures (APA 5.01-5.30)

**Editing**

You are responsible for editing your document prior to submitting it to TaskStream.

**Margins**

The cover page should have 1.5 inch margins on all but the right side, which should be 1.0 inch. All other pages of the document must have the following margins: 1.5 inches left side; 1.0 inch top, bottom, and right side. The bottom margin should be as close as possible to 1 in., but not smaller than 1 inch. Appendix material may have larger, but not smaller, margins. Use a ragged (i.e., unjustified) right margin, except for the table of contents. Begin each chapter on a new page. Bottom margins must be 1.0 inch regardless of the paragraph break. Therefore, you should remove the widow/orphan control in your word processing program so that each page has text to the bottom margin. The only exception is a stand-alone subheading, which should not appear on the last line of a page.

**Typeface and Size**

Use a 12-pt serif typeface; New Times Roman is preferred. Italics should be used where required by APA rules. Do not use underlining, bold type, bullets, or colors. A 10-pt type may be used in tables and figures, if necessary, to fit material within the left and right margins or on a single page. The type size for a table note or figure caption should be 10 pt to differentiate between the note or caption and the next line of text.

**Line and Word Spacing**

Double-space between all lines of text, between paragraphs, between headings and subheadings, between headings and text, and between tables and text. Single-spacing is required in some sections of preliminary pages (see samples) and is permissible in table titles and figure captions and in multiple-line headings. Provide two spaces after punctuation at the end of a sentence. Refer to APA section 4.01 for exceptions to this rule.

**Pagination**

Page numbers start with the first page of Chapter 1. For the main body of the document (from page 1 of first chapter through appendixes), place Arabic numerals on the right margin and at least two line spaces above the 1-inch margin line. The typeface and size of page numbers should be the same as the manuscript type.

**Indentation**

The first line of each paragraph must have a consistent indentation of five to seven spaces or ½ inch. Use the same indentation for subheadings in the table of contents, for block quotations, for the first lines of numbered seriation, and for the second and subsequent lines in reference-list entries. Use a hanging-indent style for the reference list. In numbered lists, indent the first line of each item; second and succeeding lines should be flush left. See APA 3.04 for Seriation.

**Tables and Figures**

Tables and figures must be formatted according to the guidelines of the APA manual (sections 5.04-5.30). Tables and figures can be single spaced. Tables and figures should be presented horizontally and placed at the appropriate point in text (i.e., following, as soon as possible, the text reference). A figure caption is placed below the figure. Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., less than a full page) and on a page that precedes a page with a table or figure. If you have only one table or figure in the document, do not label it with a number; refer to the item as “Table” or “Figure.”

**Reference List**

Single-space within each entry, but double-space between entries. Use the hanging-indent style. Title the reference list as “References.”

**Appendix Material**

Each item in the appendix must be cited to in the paper and must be in the same order as cited in the paper. The appendix should be used for material that you have created. You must obtain specific, written permission from the publisher to include copyrighted material in your capstone. A permission note (see APA 5.06) must be placed on the appropriate appendix item. Each appendix item must have a cover page (see sample); the page numbers of the cover pages, not of the actual appendix items, are presented in the table of contents. Do not include a cover page for the whole appendix section. Keep the number of appendix items to a minimum. As a general rule, you should not include more than 26 appendix items (i.e., do not go past Appendix Z). Do not include forms and other materials related to the Institutional Review Board process. To ensure the privacy and confidentiality of participants in your study, do not include their names or identifying information in the appendix or the in text of the capstone.

**Headings**

A two-level heading format is preferred. A third level (see APA 3.03) may be used where appropriate. The first-level heading is centered, boldface; the second-level heading is flush left, boldface (no period) with text beginning on the next line. A third-level heading is indented, boldface with a period, and is immediately followed by the first sentence of the paragraph (see sample). The wording of headings (and titles) must match the wording of the corresponding headings (and titles) in the table of contents.

**Preliminary Pages**

The order of preliminary pages is as follows: title page, abstract, and table of contents. The degree designation will be Master of Education.

**Title Page (see Appendix A)**

See the sample for the required format. Sections (e.g., title, byline) should be placed so that white space is evenly distributed. The top line (title) must be on the top margin (1.5 inches from the top of the page). The bottom line (year) must be on the bottom margin (1.5 inches from the bottom of the page). Type the year in which you expect the capstone to be approved. Break each line of the title at a logical point. Break the lines of the fulfillment statement as shown in the sample.

**Abstract (see Appendix B)**

See the sample for the required format. Single-space within each paragraph, but double-space between paragraphs. Do not indent the first lines of the paragraphs. The narrative portion of the abstract should be 220-270 words. The abstract should not exceed one page in length.

The first section (paragraph) must contain all of the elements shown in the sample. The capstone title, your name, and the year must be identical to the title, name, and year on the title page. Include four or five ERIC descriptors (key words). For selecting descriptors, use the Online Thesaurus of ERIC Descriptors (www.ericfacility.net/extra/pub/thessearch.cfm).

**Table of Contents (see Appendix C)**

See the sample for the required format. All first- and second-level headings in the table of contents must appear in the text, and vice versa. Do not include third-level headings in the table of contents. Lists of tables and figures follow immediately after the list of appendixes. Dot leaders, rather than a series of periods, must be used to join headings and their respective page numbers. The right margin for the table of contents is justified. Do not provide an additional tab (indent) for the second and subsequent lines of a heading, subheading, or title; begin the second line of the heading or title at the same point as the first line. Avoid having headings and titles extend into the column of page numbers. Headings and page numbers in the table of contents must match the corresponding headings and page numbers in the text. Lines for preliminary pages should not be included in the table of contents. Do not repeat headers (such as “Page”) on the second and subsequent pages of the table of contents. If you have only one appendix item, one table, or one figure, do not include an identifying letter or number; label the header

“Appendix,” “Table,” or “Figure” and begin the title at the first tab position.

**Appendix A**

**Sample Title Page**

Using an Internet Service to Bring Resources and Educational Possibilities to Middle

School Students and Teachers

By

Rose Sayer

A Capstone Submitted to the

Gardner-Webb University School of Education

in Partial Fulfillment of the Requirements

for the Degree of Master of Education

Gardner-Webb University

2010

**Exhibit B**

**Sample Abstract**

Abstract

Using an Internet Service to Bring Resources and Educational Possibilities to Middle School Students and Teachers. Sayer, Rose, 2004: Capstone, Gardner-Webb

University, Middle Schools/Media Selection/Internet/Databases/Teacher Education

This capstone was designed to examine better access to current information for the students and staff in a middle school. The printed materials located in the school's media center were outdated, scarce, or inadequate. Electronic databases were available in the media center for online searching and information retrieval. However, the students did not know how to use databases as a source for completing class assignments or how to browse within these online services to find additional information. Teachers also did not know how to use the electronic information to enrich their lessons.

The writer developed lesson plans and strategies to train students and teachers on two online services available in the media center. Daily sessions on these databases provided students and teachers with training in (a) e-mail usage, (b) searching and locating current events information, (c) printing from the screen, (d) saving messages, and (e) dialing into the online services. Teachers were encouraged to continue to use these services for curriculum enrichment and as an additional source for future lesson plans.

An analysis of the data revealed that students were more likely than teachers to use the online databases. The most successful activities were those that involved students in researching information about current events. Although teachers planned assignments that required the use of online services, they did not want to provide additional time for students to be in the media center.

**Exhibit C**

**Sample Table of Contents**

Table of Contents

Page

Chapter 1: xxxxxxxx 1

Xxxxxxxxxxx xx Xxxxxxxxx 1

Xxxxxxxx Xxxx Xxxxxxx 2

Xxxxxxxx Xxxx. 4

Chapter 2: Xxxxx xx xxxxxxxxx. 6

Xxxxxxx Xxxxxxxxx. 6

Xxxxxxxxx xx Xxxxxx 6

Xxxxxx Xxxxxxxxxxx 9

Xxxxxx xx xxx Xxxxx. 11

Xxxxxxxxxxxx xx xxx Xxxxxxx xx xxx Xxxxxxxxxx 14

Chapter 3: Xxxxxxxxxxx Xxxxxxxx xx Xxxxxxx xxxxxxxxx 24

Xxxxxx 24

Xxxxxxxx Xxxxxxxx 25

Xxxxxxxxxxx xx Xxxxxxxx 27

Chapter 4: Xxxxxxxx xxxxxxxxx 28

Xxxxxxxxxx xxx Xxxxxxxxxx xx Xxxxxxxxx 29

Xxxxxxxxxxx xx Xxxxxxxx Xxxxxxxxx 39

Xxxxxx xx Xxxxxx Xxxxxx 43

Chapter 5: Xxxxxxx 46

Xxxxxxxx 46

Xxxxxxxxxx 50

Xxxxxxxxxxxxxxx 54

Xxxxxxx xx Xxxx 57

References 59

Appendixes.................................................. 59

A Title in Initial Caps and Lower Case—Begin a Second Line Directly

Below the First Line 60

B Title in Initial Caps and Lower Case 64

Tables...................................................... 59

1 Title in Initial Caps and Lower Case 10

2 Title in Initial Caps and Lower Case 48

Figures

1 Title in Initial Caps and Lower Case 9

2 Title in Initial Caps and Lower Case 47